

# Emerging Moving

## *Developing Momentum for Change*

by Steven Saunders

David Grove and I first met at the 2<sup>nd</sup> Integral NLP Conference in Glastonbury, Summer 2005. We both had a massive interest in dissociation and how it worked. David had a digital theory and I had an analogue theory; together they made more of a whole. We spent the next year creating new processes and ways of recovering the inner and outer child and addressing cosmological change, through the vehicles of David's "emergent knowledge", his oldest work recovering the dissociated aspects of selves, and my research in "systems, engineering and physics". The fundamentals were location (space and time) and momentum (movement). David's architectural and clean heritage gave him unique insights from the location perspective, and my signal processing gave me the insight from the momentum perspective. However, we never addressed the momentum together; it was more than enough to develop the comprehensive set of emergent operators for space and time during that year.

Throughout 2006-7 I kept coming back to "momentum" and how to work with something that I intuitively knew was missing from the work, but I could not "nail down" what. David and I had played with interrogating gestures with "and what does that [finger/...] know?", "And?" and using symbols for questions, but this felt "not right" (different to wrong because the questions created useful results but did not get to the right "place"). With hindsight it was obvious; the questions were all spatial or emergent in nature; they were not "momentum" in nature. Eventually I tried some experiential question forms with a limping client: "So limp. And as you are limping, what knowing is emerging?", "And now what knowing is emerging?", "and now what is happening" and variations that asked questions while the client was "on the move" between spaces in a "clean space" exercise. It disappeared - after 50 years of limping!

At the same time I was investigating English grammar in comparison to Spanish, and the structure of language. I realised that English was and is almost entirely about the spatial relationships between objects, with quite poor structure for describing moving experiences. These happen through the "stills" of sentences, a paragraph making a comic-strip. I realised that we have prepositions (pre-positions like at, to) but no pre-verbs; we have nothing to describe the momentum relationship between actions. Even worse, English nominalises moving into movement, acting into action, verbs into objects (a verb is an object form describing a moving experiencing). I read an article in the new scientist that mentioned the difference between English and Native American, and immediately realised the momentum nature of the native language (because I was looking). Even their names capture moving: crazy horse, sitting bull, dances with wolves, running bear: their whole experience is measured by the essence of the moving not just the location. And this explains a huge amount about the nature of differences and why aboriginals are at one with their planet and occidentals so dissociated; "white man speaks with forked tongue" is less about lies and more about the nature of separating "self" and "other" through object-orienting the world. Furthermore, English has possessive adjectives whereas other occidental languages at least keep the gender associated to the object not the owner (la maison versus his/her house). So I wondered if English could even work with moving experience; all that was left was the present-continuous form: "ing". Thus "inging" was born, and eventually the questions were refined to:

"And now what is happening?"

By asking this after each client communication, any experience can be resolved; just keep asking. Gradually the question can be reduced to terms like "And now'ing?", "And'ing?", and eventually no questions are needed because the client's momentum has taken over. Because the client is "in their own trance" they do not seem to notice such strange linguistics. They complete and can then just say "right, I'm off shopping now." as if nothing had happened! This also led to changing the overall name for the work to "Emergence". Now we are integrating the use of metaphor - at last - into working with teachers dealing with dyslexics to install strategies for comprehending, writing, spelling, and organising, and it is working!